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ABSTRACT

Basic writers often experience difficulties when trying to articulate ideas in writing that are more specific, systematic, and fully developed than their speech. The writers must learn how to put their thinking into the appropriate forms and expressions necessary to address an academic audience. Noting that the natural working of the human mind seems to develop ideas in traditional rhetorical modes, such as definition, classification, comparison, and cause-and-effect, F. D'angelo has presented a systematic list of 10 overlapping static and progressive logical patterns of arrangement. When students want to develop an idea in one of these patterns, they need to consider how to organize their information and to choose expressions and grammatical forms that relate to the parts of the patterns or networks. M. A. K. Halliday and R. Hasan have suggested a valuable system of terms that express relationships between sentences. Cohesion requires understanding the relationships of ideas and also mastering grammar and punctuation, especially punctuation of complete sentences. In explaining his system for identifying cues to intellectual processes, L. O'Dell discusses focus, classification, change, and temporal and logical sequence. (A chart entitled "Development by Cohesion, Structure, and Content," derived from the ideas of the above authors and designed to structure systematically the forms and expressions that constitute the appropriate content of a basic writing class, is included.)
(JD)

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Thinking with Verbs and Conjunctions

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Basic writers often have fine oral coping skills yet experience difficulty when they attempt to develop ideas in academic writing that is more specific, more systematic, and more fully developed than their speaking is. In addition, the mechanics of writing often increase the burden so much that they present their thought weakly or lose it completely. Their problem is not primarily learning how to perform intellectual processes, but learning how to put their thinking into the forms and expressions that an academic audience expects. These forms and expressions are the appropriate content of a basic writing class. I have tried to structure them systematically on the chart entitled, "Development by Cohesion, Structure, and Content." Each part of the chart has its own justification, which I will now explain.

Frank D'Angelo has pointed out that the natural working of the human mind seems to develop ideas in traditional rhetorical modes, such as definition, classification, comparison, and cause-and-effect; his evidence of the psychological reality of these modes is that they have endured since Aristotle. D'Angelo lists ten static and progressive logical patterns of arrangement (Frank D'Angelo, A Conceptual Theory of Rhetoric, Winthrop, 1975, pp. 57-58). Although the patterns overlap and seldom appear in pure form, they provide a systematic list of kinds of thinking or development.

D'Angelo's list of patterns provides the headings for the columns on the chart.

When students want to develop an idea in one of these patterns, they need to consider how to organize their information, and they also need to choose expressions and grammatical forms that relate the parts of the patterns or networks. Since meaning consists of relationships, according to the linguist pike and to many cognitive theoreticians, terms for expressing relationships should be important. We can find a valuable system of terms that express relationships between sentences in the cohesion system described by Halliday and Hasan (M. A. K. Halliday and Ruqaiya Hasan, Cohesion in English, Longman, 1976). Many of the types of cohesive ties that Halliday and Hasan classify hold attention on previously-given information while it is being manipulated; however, some of the ties indicate manipulation in one of the rhetorical modes. These terms are listed on the chart in the first major row below D'Angelo's headings.

Manipulative cohesive ties include words such as secondly, bigger, later, and consequently. They lead to further development of an idea in another sentence, avoiding the common problem of one-sentence paragraphs. When the cohesive terms are transitions that occur at the beginning of sentences, they label the type of development very specifically and emphatically; they become a theme of the

sentence. Cohesive terms within a sentence may be used in a way that is not cohesive but that develops the sentence locally according to one of the rhetorical patterns.

Unfortunately, areas of cohesion become trouble spots in the essays that Pritchard analyzed (Ruie Jane Pritchard, A Study of the Cohesion Devices in the Good and Poor Compositions of Eleventh Graders, Diss., University of Missouri-Columbia, 1980). Cohesion requires understanding the relationships of ideas and also mastering grammar (such as comparative adjective form) and punctuation, especially punctuation of complete sentences. This complexity suggests associating the relevant editing skills with writing assignments of the type most likely to require them.

For other methods of expressing rhetorical mode within a sentence, we can build on Lee Odell's system for identifying cues to intellectual processes ("Measuring Changes in Intellectual Processes as One Dimension of Growth in Writing," in Charles Cooper & Lee Odell, Evaluating Writing: Describing, Measuring, Judging, NCTE, 1977). He includes various structures, some of which are listed on the chart, below the possibly cohesive terms. Odell also suggests some vocabulary items which are included on the chart as examples of possible content words.

Odell's first process is focus, which he identifies with the grammatical subject of each clause. Focus is not a pattern of development in any rhetorical system, but it is a prerequisite for all predication and development. Maintaining focus on previously-given information is a function of the non-manipulative types of cohesive ties, such as repetitions and third-person pronouns. They are necessary for all extended discourse in English, but they do not indicate any particular mode of development. Physical context is another one of Odell's categories that does not indicate a specific type of rhetorical development, but the remainder do express it.

When Odell discusses classification, he states his assumption that when a linking verb joins a predicate nominative and a subject, one of the noun phrases classifies the other. He includes with classification the lexical items for similarity, instead of listing them under comparison-contrast, as in this chart.

Odell makes a separate category of change, which might be linked rhetorically with either narration or process, since both involve time. I have treated it as a subdivision of contrast. I have also added simile and metaphor as methods of expressing comparison and contrast. Other figures might be included also.

Odell has a single category of both temporal and logical sequence, although D'Angelo's outline distinguishes narration from process and cause-effect from syllogism, resulting in a four-part division of Odell's category. This division illustrates well D'Angelo's warning that rhetorical patterns overlap. It is hard to justify the separation of the lists of possible content words; perhaps we should combine the process content words with the narrative words and the words for syllogism with those for cause-effect.

The display of content words on the chart is intended to be suggestive only, expansive but not exhaustive. These items are in no sense an index of the method of rhetorical development, but they are words that have some sense that expresses such development. The vocabulary lists might serve pedagogically, for study. The entire chart might serve heuristically, suggesting structures and terms that student writers might use in the development of their thinking. Its three-part division illustrates why no single part can predict writing quality or rhetorical mode. The chart also has implications for discourse analysis, both manually and by computer.

	DESCRIPTION	DEFINITION	PARTITION	CLASSIFICATION	EXAMPLE
TERMS COHESIVE BETWEEN SENTENCES			Ordinal numbers, Additive conjunctions	General classes	Specifics with general classes
OTHER TYPES OF STRUC- TURES	Attributive adjectives or details that entail or imply them	General classes with specified limits		Predicate nominatives	
EXAMPLES OF POSSIBLE CONTENT WORDS	above abroad abut adhere align altitude apart approach area arm around asunder away back background base beam bear bed behind below board body bore breadth caliber cap capacity ceiling circle circuit close contact contiguous corner crest deep diameter diffuse dilate disperse distance dot down drop elevate end even extent far fill fine flap flat floor foot foundation frame further	account characteristic connote convey denote determine distinctive distinguish essence exclusive express imply inclusive indicate intend label name scope signify specify subject synonym title translate	allocate allot alphabetize alternate another apiece apportion arrangement array assign attribute between catalog certain chain codify column concatenate consecutive constant continue deduction degree discrete distinctive distribute each entail entire file first flow follow following gather gradation grade harmony idiosyncrasy immediate index individual line link list main major mediate middle near next order particular perennial period place plan point position	admit aggregate all analysis array assemblage assortment branch bunch bundle catalog category class clump cluster collection collocation combine compile component compose comprehensive consist constitute contain content denomination department division embody embrace gathering generic genus group heading include incorporate ingradient involve kind makeup most origin pack part range section sort species subdivision subsume synthesis system tabulate type usual variety whole	archetype case demonstrate designate especially exemplify expressly illustrate instance model namely particular precedent prototype representative sample specimen standard symptom typify

	COMPARISON- CONTRAST	NARRATION	PROCESS	CAUSE-EFFECT	SYLLOGISM
TERMS COHESIVE BETWEEN SENTENCES	Comparatives, Adversative conjuncts	Temporal conjuncts	Temporal conjuncts	Causal conjuncts	
OTHER TYPES OF STRUC- TURES	Superlatives, Negatives, Verbal after meanings of <u>begin or stop</u> , Simile, Metaphor	Time order with some grammatical subject	Imperative, Time order		General Classes with specifics and <u>all</u> or <u>no</u>
EXAMPLES OF POSSIBLE CONTENT WORDS	aberration absurd accord affinity agree alien allegory allied alliteration allusion alternatively analogy antagonism antipodes antithesis antonym ape apocryphal apparent approach approximate as as if assimilate become begin beguile belie blot blunder brother but caricature cease change close coalescence cognate coincidence common companion complementary contrary contrast convert copy correlate correspond counter counterfeit deceive decrease delusion deny despite deviate differ disagree disavow discard	aboriginal afternoon afterward age ago ancestor ancient antecedent antedate anterior antiquate antique archaic as autumn back before daun day decay decline during early elder eon era erst fall forenoon forward former fresh frontispiece groundwork herbinger heading herald hitherto hour immediate instant introduce minute modern moment month moon morning new night noon now obsolete occasion old old-fashioned omen once opportunity past	actual advent anticipate approach approaching change coexistent coincident coming contemporary current descendants doomsday earlier eventual expect foresee forestall forward hair hence hereafter impand instant later latest meanwhile next now posterity preliminary present previous prospect simultaneously soon subsequently synchronic then thenceforth tomorrow ulterior whereupon while	account accrue affect arise attribute because beget breed bring about calculate cause conduce consequence consequently contingent contribute create crop depend derivative determine discover entire effect emanate establish evolve explain figure flow flower follow for from this cause fruit generate germinate hang happen harvest hence hinge induce lead make on account of originate outcome outgrowth overcome owing to problem produce promote putative rationale reason reckon result since solve	achieve always assess climax complete comprehensive compromise conclude conclusion consider consummate corollary criticize culmination customary decide decree deduction determine disclose discover entire evaluate exhaustive finally find finish identify if...then induction infer inquire investigate judge moral ponder prevalent rank realize recognize regard reserve rule settle solid solve succeed sum thorough throughout total trace universal unravel value verify